

Roxwell Pre-school

Inspection report for early years provision

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Inspector Patricia Champion

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Roxwell Pre-school is run by a committee. It opened in 1977 and operates from two rooms in the memorial hall in the village of Roxwell, Essex. All children share access to a secure, enclosed, outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 9.30am until 12.30pm.

There are currently 20 children aged from two to five years old on roll. Children aged three and four years old receive funding for early education. The pre-school serves the local community and surrounding areas. It supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs five members of staff, of whom all, including the manager, hold appropriate early years qualifications. It also employs bank staff to cover for staff absences. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle quickly to play at this friendly pre-school and their individuality is effectively supported through the positive liaison maintained with their parents. Staff work well together as a team and the parent committee is highly motivated in supporting the staff to benefit the children. The pre-school is very inclusive in its practice and there are excellent partnerships with other settings involved in the children's care. The pre-school shows a strong capacity to maintain continuous improvement and there are highly effective strategies in place to do so. There are several outstanding features in this pre-school, which works hard to meet the needs of the children in its care.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records include clear information about who has parental responsibility for the child (Safeguarding and promoting children's welfare). 24/06/2011

To further improve the early years provision the registered person should:

- develop the daily routine to enhance the opportunities that support the development of independence skills.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted as clear safeguarding procedures are in place. The staff have attended relevant training and clear policies are implemented to ensure that everyone has a secure understanding about their child protection responsibilities. Suitable staff recruitment, induction and appraisal systems are followed and staff are effectively deployed. All staff have completed the necessary background checks through the Criminal Records Bureau. Detailed risk assessment covers all areas within the premises and is regularly reviewed. The staff also complete effective risk assessment for outings. Through well-organised documentation staff have all the information they need in order to meet children's health, welfare and development needs. However, there is potential for misunderstanding as the registration forms do not give clear information about the people who hold parental responsibility for each child. This is a breach in the welfare requirements.

Comprehensive management systems support the effective day-to-day running of the setting. The staff team support each other exceptionally well by sharing their own ideas, skills and knowledge. They strive for improvement and carefully consider every aspect of their work on a daily basis. Key areas for progression are very successfully identified and worked upon rigorously to secure highly effective improvements. The pre-school has exciting plans to develop the outdoor area and has already organised the necessary staffing changes for the next half-term to improve the level of supervision, particularly when children move freely between indoor and outdoor play. The staff team are fully aware that implementing these plans will provide more stimulating opportunities to encourage children's interest and curiosity.

Children play and learn in an environment where equality of opportunity and anti-discriminatory practice is actively promoted. They experience very effective and supportive procedures to settle them in successfully and the information collected contributes to personalised individual learning plans. Strong systems are in place to support children with special educational needs or those who speak English as an additional language. There is a named member of staff who enthusiastically coordinates the sharing of information to meet the individual needs of children. Innovative visual prompts and resources are provided to develop language skills. Children learn to respect and value others as they frequently use resources and are involved in activities that raise their awareness of diversity. Consequently, all children participate fully and thrive in the setting.

Successful partnerships are established with parents. Parents share information through daily verbal or written communication with their child's key person, to help ensure children's needs are met. They also have an opportunity to meet formally with key persons, to share detailed information about children's progress and development. Regular informative newsletters keep them up to date with events and enable them to play a key role in their children's learning and contribute towards the very successful fundraising. The staff have developed excellent links

with local schools and nurseries to enhance consistency in care and to ensure there are smooth transitions into full-time education.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning due to the consistent support they receive from the staff. They flourish as they become engrossed in activities of their choice, selecting from the range of high quality resources, interactive displays and materials which are set out for them. They enjoy sensitive interaction from skilful adults who know when to involve children in activities and when to allow them to explore by themselves, to ensure children get the most from their time spent at the setting. Children gain increasing independence within the setting. They choose when they wish to eat and are provided with equipment to assist them in managing their own needs, such as a water dispenser to pour their own drinks. However, children's independence skills are not yet fully promoted as they are not consistently involved in the preparation of their snack.

Children are very polite and start to learn about boundaries and expectations. This helps them to start to share and take turns as they play. Staff are effective role models, unfailingly treating all with high levels of courtesy. Children are building confidence when using language to communicate, sharing ideas and thoughts with others. They are frequently introduced to new words as they are involved in activities, increasing their range of vocabulary. Children have access to a wide range of books; they sometimes use them by themselves to read for pleasure as well as enjoying a shared story time. They learn that books can carry information as well as tell stories and are beginning to learn about letter sounds and shapes through activities and as they play. Meaningful opportunities are provided for children to use numbers or learn about technology, for example, when they set up and practise hopscotch or adeptly access and use the laptop computer. Consequently, children are effectively developing the skills they need for future learning.

The staff continually observe the children and they have a good understanding of their achievements and interests. This allows them to record and monitor their progress and make extremely well-informed decisions about the next steps in their learning. They plan activities around a theme but always make sure that each child's individual requirements are accommodated. They are very flexible, making good use of spontaneous events and allowing the children to determine the direction of activities.

Children's good health is promoted well through a range of physical activities, outdoor play, appropriate hygiene routines and nutritious snacks. The pre-school has achieved a five star rating for food safety from the environmental health department. Staff have a secure knowledge of individual health and dietary requirements and ensure these are complied with. Children are encouraged to adopt healthy lifestyles and frequently talk about topics, such as healthy eating or the benefits of active play. They show that they feel safe through their interaction with adults and learn about the importance of personal safety as they practise

evacuation procedures or follow road safety procedures on walks around the village. Visitors to the pre-school, such as the vicar or community police officer, also enhance children's knowledge and understanding of the world and how to keep themselves safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met